

Program Description/Textbook or Print Instructional Material
All blank entries due to lack of information provided by the publisher.

Vendor	Thomson Learning/Heinle
Web URL	http://www.worldlanguages.heinle.com
Title	Conversacion Y Repaso - Literatura Y Arte
Author	Sandstedt/Kite/Copeland
Copyright Date	2004
ISBN	0-838-45781-9
Edition	8
Course/Content Area	AP Spanish 4 and 5/World Languages
Intended Grade or Level	9-12
Readability Level	Intermediate
List Price	45.95
Lowest Wholesale Price	34.25

The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.

Level of Accommodations

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

Rationale Advanced Placement enrollments do not justify cost expenditure.

FEATURES

Disclaimer

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

Content

Readings have been heavily revised to include a wider variety of voices, including women authors, such as Elena Poniatowska, and U.S. Hispanic authors, such as Sabine Ulibarri.

Student Experiences

Internet activities have been expanded to include more searchable links exposing students to a greater variety of artistic and cultural elements.

Assessment

LITERATURA Y ARTE, Eighth Edition, part of a complete intermediate series, offers students twelve thematically oriented units with a balance of voices representing major literary contributions of the Hispanic world, and is the only literary reader to systematically integrate artistic content into every chapter.

Organization

New unit openers now include more detailed content and a chapter outline to make information more accessible and easier to review. Each chapter presents a brief essay about an artist from the Spanish-speaking world followed by several representations of that artist's work.

CONVERSACION REPASO, the core grammar and conversation text, and CIVILIZACION Y CULTURA and LITERATURA Y ARTE, the two readers in the program, can be used independently or in conjunction with one another.

Resource Materials

Gratis Items to be provided and under what conditions -

Instructor's Annotated Edition plus Audio CD Package (0838457789),
Free 1 per teacher

Available Ancillary Materials

Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

Research Available

If yes, provide information below.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Title	Conversacion y Repaso - Literatura y Arte		
Publisher	Thomson Learning/Heinle		
Item Evaluated	Text		
Content Level	AP/Level 5 Spanish	Copyright Date	2004
ISBN	0-838-45781-90-838-45781-9	Date of Evaluation	07/22/04

Recommended YES

Publisher's Explanation of Reviewer's Comments:

Technology Strengths

Opportunities for integration of technology mentioned in the text in way of research projects, etc. Text is so rich that it is difficult to see how the use of technology could really enhance the learning experience.

Instruction & Assessment Strengths

The text uses target language to help students build upon their knowledge of literature and art of the target culture(s). Instruction is appropriate for an upper level Spanish class, as students draw upon their proficiency in target language to explore m

Organization & Structure Strengths

The organization is logical, as the chapters are broken into logical units and the book continues to follow a uniform pattern so that students know what to expect. All activities are appropriately integrated within the chapter so that students can see th

Resource Materials Strengths

Though resource materials are lacking, the text is at such an advanced level and is so rich that it is sufficient as a stand-alone.

Technology Comments

Suggestions are made in the text for the incorporation of technology for research and presentational purposes. However, publisher did not provide any technological components to be evaluated in conjunction with this text at this time.

Technology Weaknesses

No technological components provided with text.

Instruction & Assessment Weaknesses

Text is not appropriate for most AP classes - too challenging of a level and does not concentrate enough on skills needed for success on AP exam. Best left for an intermediate college course or an advanced Spanish V course in high school.

Organization & Structure Weaknesses

Resource Materials Weaknesses

Text best used in conjunction with other texts in the series.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Equipment

Windows No Macintosh No CD ROM No Sound No
Equipment Other

Grade Level

Primary No Intermediate No Middle No High Yes

Audience

Individual	Yes	Small Group	No	Large Group	Yes
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Format

Stand Alone/Independent	No	Integrated	Yes	Supplemental	No
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Cost

Single Copy	45.95	School Version	
Network Version		Online	
Site License		Lab Pack	

Type of Software

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

Management

0	Allows customizing for individual learning needs
0	Allows Students to exit and resume later
0	Keeps student's performance record, where needed
0	Allows control of various aspects of software (sound)
0	Allows printed reports

Presentation/Interface

0	Presents material in organized manner
0	Consistent, easy-to-use, on-screen instructions
0	Developmentally correct presentation/ format
0	Adapts to different learning styles/multiple intelligences
0	Accessible for special needs students
0	Runs smoothly, without long delays

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

0	Easy-to-view text and graphics
0	Easy-to-hear and understand sounds
0	Avoids unnecessary screens, sounds, and graphics
0	Provides immediate, appropriate feedback
0	Presentation/Interface Comments

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Identifies a Sense of Purpose		
4	The text is set up in a logical order to continue the emphasis that students are to use the target language to learn about literature, history, and art.	
Provides Guiding Questions and Instructional Objectives		
4	The text is set up in a logical order to continue the emphasis that students are to use the target language to learn about literature, history, and art.	
Develops and Builds on Student Ideas		
4	While the text does not concentrate on building language skills per se, the text allows students to further explore literary and artistic theme of the target culture(s) through the target language.	
Encourages student to become an independent learner (performer, creator, speaker)		
4	Text allows students the opportunity to use their own words to describe literature and art, as well as opportunities to perform dramatic pieces and present further research on content of book.	
Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.		
0	Much of the assessment is more in line with the AP exam; however, publisher provided no assessment materials with text to be evaluated.	
Enhances the Learning Environment		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	The text is rich in themes and ideas to be explored. By mere suggestion in the activities, students could have a rich learning environment with many varied activities. The text increases interest in art and literature by using target culture(s) as basis	

Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout

4	Level is appropriate for an advanced AP class, a Spanish V class, or an intermediate college course, as the reading level is appropriate for students who already have a firm grasp on grammar and vocabulary in the target language.	Not appropriate for a lower-level AP class or a class not already comfortable with the language, as grammar and vocabulary are not a large concentration of text.
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Includes activities and opportunities for integration of technology

4	While book does not have an integrated technological component, the text makes suggestions for activities that incorporate technology into instruction and learning.	
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Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking

4	The book presents a skit idea with each story and a presentation idea with each artist/work of art, allowing students the opportunity to use technology and enhance their own thinking through independent learning.	
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Is aligned to the Program of Studies and Core Content for Assessment

0	The text is more advanced than both Program of Studies and AP College Board standards - text is best left for an upper level enrichment course for students who have already mastered all other standards.	
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Includes opportunities for writing (reviews / personal response / reflection)

4	Abundant opportunities for writing exist in forms of summaries, reflections, opinion pieces, research writing, etc. - large concentration of activities in text.	
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<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
3	Text concentrates on all skills except listening; however, appropriate if used in conjunction with other books in the series.	
Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.		
4	Students use all modes to discuss opinions, literature, and art in authentic and contextual situations.	
Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements. (WL – 1.1.B1)		
3	Students are encouraged to have debates and discussions drawing on content in text. However, book is too advanced to concentrate on basic expressions.	Students are encouraged to have debates and discussions drawing on content in text. However, book is too advanced to concentrate on basic expressions.
Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)		
4	Students are given ample opportunity to respond using complex structures in a contextual manner.	
Materials provide opportunities for students to incorporate appropriate gestures in conversations.		
2		By nature of the text, opportunities for use of gestures limited and not incorporated into presentations.
Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)		
4	Students are asked to reflect on literature and art, using complex descriptions in a specific context.	
Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)		
4	Through discussion of literature and art, students are encouraged to exchange information with class.	
Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
3	Though not a specific concentration of text, students learn contextual vocabulary to aid in expressing ideas.	
Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.		
3	Topics and content of readings are varied and allow students to hone reading comprehension skills.	Lack of spoken comprehension emphasis unless used in conjunction with other parts of the series.
Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)		
4	Entire book, directions included, is in Spanish.	
Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)		
4	While book lacks in listening comprehension exercises, students must use a range of contextual clues to understand readings.	
Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)		
3	Comprehension questions guide students towards these identifications.	Listening comprehension practice found in other books in the series.
Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)		
4	Students are encouraged to perform research projects aligned with content and to present to the class.	
Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials). (WL – 1.3.B7)		
4	Students are asked to comment on stories and discuss meanings behind works of art.	
Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday). (WL – 1.3.B8)		
3	Students are able to do some narration.	Book concentrates more on understanding literature and art than on personal reflection - therefore, opportunities to narrate personal experiences are limited.
Textbook/instructional material is organized according to the natural acquisition of language through function.		
0	0	0

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.		
4	Text shows students how to use target language to appreciate literature and art, allowing students to see the benefit of learning.	
Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.		
4	Through the use of literature, students are able to understand circumstances facing other Spanish-speaking cultures.	
Cultural information is authentic and current.		
3	Cultural information is relatively current - though much of the literature and art is helping to show how the past has shaped the present. Information is very authentic.	
Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).		
4	Text discusses a great deal of the diverse elements that comprise cultures, focusing especially on how history has helped to shape literature and art.	
Cultural information is presented in the target language whenever possible.		
4	All information is presented in Spanish, including cultural information.	
Material integrates Arts and Humanities when possible.		
4	Text does a wonderful job of integrating art into culture and explaining to students how to evaluate art from other cultures.	
Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:		
Yes	<i>Identify common words, phrases and idioms</i>	Yes <i>Identify social, geographic, political factors that impact cultural practice</i>
Yes	<i>Identify commonly held generalizations about target culture</i>	Yes <i>Identify differences and similarities among same-language cultures</i>
Yes	<i>Identify products, expressive forms, contributions, objects, images, and symbols of target culture</i>	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Through the context of the book, students are able to understand how the perspectives of a culture affect all other aspects.	
Cultural information reflects the influence of the target culture in the United States and around the world.		
3	Great emphasis on the influence of various cultures (Moors, Spaniards, etc.) throughout Spanish-speaking countries.	Lack of concentration on how the United States fits into the p
Content reinforces knowledge of other disciplines through the target language.		
4	4	4
Linguistic connections are made among languages.		
0	The book is emphasizing culture and art, not language - therefore, this is not applicable to this particular text.	
Structural patterns are identified in both the target language and the student's own language.		
0	The text is at a level that presupposes that students understand grammar and vocabulary - therefore, structural comparisons are not needed in this text.	
Historical connections are made among languages.		
2	This is not a large concentration of text, but the history lessons present in text show how other cultures have influenced all aspects of Spanish-speaking culture(s), including language.	
Materials provide connections with target culture through technology media, and authentic resources.		
4	Text suggests multiple ideas on how to incorporate technology into research projects and presentations centered around the text's content.	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Description of Gratis Items**KY-2C****All blank entries due to lack of information provided by the publisher.**

Company	Thomson Learning/Heinle
Title of Textbook or Program Bid	Conversacion Y Repaso - Literatura Y Arte
Prepared By	Libby Schmitz
Date	5/24/2004
ISBN (Item 1)	0-838-45778-9
Copyright Date	2004
Title of Item	Instructor's Annotated Edition plus Audio CD Package
If packet, list the contents	
Description of Items including Packet Contents	Book with CD-ROM
Current Catalogue Price	\$55.00